Teacher Notes BTEC Unit 9 Assignments

General Information

This guide has been put together as an illustration on how to deliver the Unit content for BTEC Assignment 9 – Project Management

The guiding principle has been that when the specification mentions something as plural, it is assumed that the examiners will want to see more than one thing discussed - e.g. recommending improvements to project management skills assumes 3 improvements have to be made, but you may be able to get away with only 2. Confirm this with your LIV or EV.

It is expected that all students will complete all PASS criteria tasks, as this covers the taught specification.

As Pearson is not providing a textbook for this unit, the student guides do not contain any resources indicated. It is envisioned that this will be supplied by the teacher as either suitable web links or links to the PowerPoint resources. This is highly subjective and will vary from class to class.

When presenting screenshots as evidence, the key is that the screenshots are annotated to explain to the reader what information the evidence is presenting. Using Callouts is the easiest way to direct the reader to the evidence presented.

Every single item listed in the specification has been included in these guides and you might decide to eliminate some to benefit your students.

For example, the specification states for topic A3:

User requirements, including:

- *a 'functional requirement' of the system, including the definition of inputs, the process and the outputs, e.g. a calculation, data manipulation process, what it is required to accomplish*
- *a 'non-functional requirement' to satisfy in the system, including quality attributes of the system, e.g. performance or maintainability of a system.*

This would indicate that both of these topics need to be included.

The specification then states for the functional requirement:

> - *a 'functional requirement' of the system, including the definition of inputs, the process and the outputs, e.g. a calculation, data manipulation process, what it is required to accomplish*

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This implies only some of these requirements need to be included as evidence by the student and it is down to you to which of the requirements you cover. About four of these should be covered at a minimum to be on the safe side.

The BTEC Assessment Guidance states:

"Assessors are expected to deliver (i.e. 'teach') the unit content fully.

You must cover all the elements of content, apart from anything preceded by 'e.g.' which is merely an example of what you may choose to cover.

A learner is not required to provide evidence for all the unit content but is required to provide sufficient evidence to address the assessment & grading criteria to successfully achieve the unit"

https://qualifications.pearson.com/content/dam/pdf/BTEC-Firsts/news/Guide_to_Internal_Assessment_for_BTEC_Firsts_and_Nationals.pdf, Page 7

This is down to you and how you wish to teach the unit. Having a Student Guide as a set of PowerPoint slides means that you can move them around to suit your teaching style before handing them out to the students.

The Student Guide has been put together as follows:

- Group P1 items together into smaller sets
- At the end of the group, assess the overall strengths and weaknesses of the items for a merit.
- At the end of all groups compare the items for a merit
- At the end of the group, evaluate the methodologies for a distinction.

In addition, it is not expected that everything be assessed and evaluated, you can decide in your teaching which merit and distinction slides can be omitted according to the material you have covered and what fits the learning profile of your group best

For merit, there needs to be a clear assessment of the benefits/ strengths and the limitations/ weaknesses of the item under discussion. If a conclusion is made with a reason, this takes the candidate into Distinction levels.

The key for each distinction criteria is that there needs to be a firm conclusion, based on the evidence that the feature will or will not have an impact on the design of the solution as well as the quality of the final program, including a clear justification. Simply saying it will have an impact is not good enough.

In order to make these assignments less daunting to weaker candidates, there are 3 copies of the Guide: one that has all the Pass criteria only, one that has Pass and Merit, one that has Pass, Merit and Distinction. These can be assigned appropriately to the relevant candidates should you wish

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DISCLAIMER

It is down to you, the teacher, how you use these resources.

They have been made available to you as a set of editable PowerPoint slides as well as some read only PDF documents.

These documents have been written primarily as a guide to the assignments for students who find it challenging to organise their work, or to work independently, or who have an SLD, so that they can have a simple, clear step by step guide on exactly what they need to put together as evidence. They can also be used as part of your general teaching as many students can find the sheer quantity of material they are required to produce daunting.

These guides have been designed as a learning resource to aid your teaching during the assignment. The assessment guidance from Pearson states that **while the assignment is running**, you are NOT allowed to:

"give them a specific list of actions they need to take to meet the assessment criteria or achieve a particular grade"

https://qualifications.pearson.com/content/dam/pdf/BTEC-Firsts/news/Guide_to_Internal_Assessment_for_BTEC_Firsts_and_Nationals.pdf, Page 18

You are however allowed to give your students:

"access to a range of information to help them generate evidence:

- *knowledge and skills gained during teaching on the programme*
- *handouts and learning resources available for the programme*
- *the unit content, assessment criteria and assessment guidance in the qualification specification*
- *the assignment brief, detailing the scenario, specific tasks, evidence and information sources"*

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The student guides therefore form part of the learning resources available for the Programme to be issued to students prior to the start of the assignment and are not to be included in any assignment submission.

Should you wish to use these learning resource guides specifically as templates for your students to complete, you should first check with your Lead Internal Verifier (LV) and your Standards Verifier (SV) that they are happy for templates to be issued to your cohort. You should not issue these as templates for use by your learners without checking with the relevant Pearson Administrative Staff.

TheComputingTutor cannot be held responsible for any modification to any assessed grades or disqualification of any Candidate or group of Candidates as a result of these resources including the deliberate or unintentional misuse of these guides as a template, should your institution's SV or LV determine that these are not suitable.

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Assignment 1

This documentation has been designed to thoroughly cover the BTEC specification for Unit 9 – Project Management.

The key to approaching this assignment is that you need projects that have been managed using the relevant methodologies. The Essential Information from Pearson states:

"learners will evaluate three different projects delivered using different project management methodologies as covered in the unit content. The evaluation will cover a comprehensive range of benefits and limitations of using a methodology based on the context."

Therefore, a project managed with a defined methodology is critical because it will allow you to look at a methodology based on **CONTEXT.**

For P1, you are required to deliver content that includes the following methodologies: PRINCE2, Agile, RAD and Waterfall. Content delivery should include the relevant strengths and weaknesses of each methodology. For the P1 assignment students are required to look at **THREE** projects that have been managed using one of each methodology. This means that students will only be writing about THREE methodologies.

There are two ways to approach this:

- You can create three 'imaginary' project scenarios for students to compare.
- You can use the case study evidence that has been supplied with this unit.

The case study evidence supplied is highly subjective and some of it is far too technically complex for the typical Level 3 BTEC Candidate, so it is expected that the teacher select appropriate sections from the material and present these to the student for review.

It is **STRONGLY RECOMMENDED** that the student includes the methodology that they are actually going to use to manage their project as part of Learning Aim A.

For reasons to be discussed, it is also **STRONGLY RECOMMENDED** that students either use Agile or RAD methodologies.

Assignment 1 is relatively straightforward in that it is self-contained. All the actual, practical project management comes in the next assignment, so students simply need to focus on the core theory.

Students will also need to identify the different project roles, which will be challenging later on as in the course of a typical project a student will end up being Project Manager, Developer, QA Lead and QA tester.

For MERIT criteria, students are expected to

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